Meet the Teacher
Year 6
2026-2027

The Team

St Carlo: Miss Coggins
Mr Yarnell (Thursday)

St Brigid: Miss Maguire
Mr Yarnell (Wednesday)

Teaching assistants work across both classes.

School Rules

Ready

Respectful

Safe







Lessons

- Maths will be following the White Rose Maths Scheme We will be beginning with place value and then the four operations

- In English we will be focusing on different genres based on our Master reader book. Our first book is Boy at the Back of the Class.

- History our focus is the census

- RE we follow the RED curriculum prescribed by Arundel and Brighton. Our current topic is Creation and Covenant

- PE days are Monday (outside) and Tuesday (indoor)

- For our first topic in Computing it is E-Safety and keeping safe online.

Communication

Communication with you and with our children is incredibly important to us as we work as a unit together.

- teams
- email
- school email.

Homework

<u>Homework</u>

- Reading

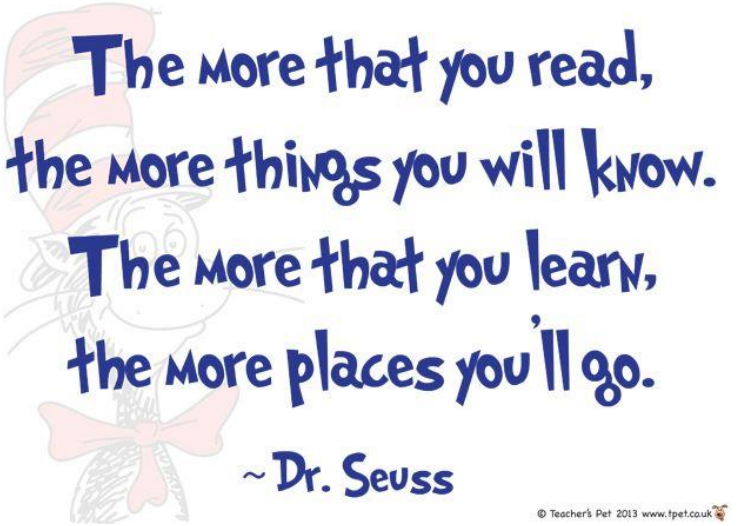
Reading for **pleasure**.
Sharing reading as a family.

Children who read at least 20 minutes a day are exposed to almost 2 million words per year.

- Spellings
- Times tables

Quick recall/ division facts

- New year - revision and CGP tasks
- Research activities (RE, science, history)





Homework

Spellings (incorrect spellings recorded in planner) Applied on Monday and new spellings handed out on Monday.

Times tables (results recorded in planner).

Reading (planners will be checked every Monday).

Planners will be their best friend- times tables, spellings, values, logins
We ask that you sign these each week.
Please also feel free to use this to write messages for us in here too

Homework

Weekly Homework Tasks:		
Spellings	**Times Tables**	**SPAG.com**
Spellings will be tested every Friday. Words with silent letter **b** **Bomb, thumb, tomb, debt, lamb, numb, crumb, doubt, comb, climb, limb, subtle**	Weekly times table practice will be set. This will be online, or a sheet will be given.	There will be a task set weekly on SPAG.com.
History	**Writing**	**Other**
Our topic in history is: ***What can the census tell us about local areas?*** Discuss with an adult what the census is, if they have completed one and what it involves.	**Talk homework** Can we talk about a mysterious item that could be stolen from school. What could the item be? Where could the item have been found? When was the item found? Who might have found it? What will happen to the item? 	Reminders: • PE days will be Monday (outdoor) and Tuesday (indoor) this week • Breaktime snacks to be fruit/vegetables only • Please wear the correct uniform every day

Maths

- We are still following the WhiteRose Scheme of Work. Children will be supported as well as challenged

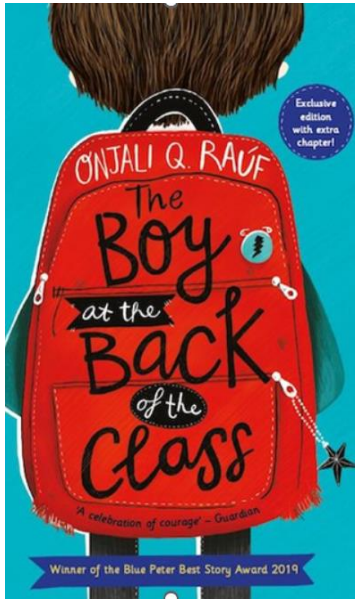
- We will continue to use TTRS to support children's times table knowledge.

- We'll be doing a weekly Arithmetic Test to strengthen learners' calculation skills and help them work more quickly and confidently when answering questions.

Master Reader

This school year we as a school will be carrying on teaching readeing using an approach called Master Reader.
Children will have half hour daily reading sessions where we will focus on the skills of:
Prediction, summarising, inference, analyse, vocabulary, evaluation and comprehension

The book that Year 6 will be starting with is:



SPELLING - READ WRITE INC (RWI)

- RWI Spelling helps children learn how words work — not just how to memorise them. Instead of focusing on long lists of words, the programme teaches the rules behind spelling.
- Children learn about prefixes, suffixes, and tricky spelling patterns.
- They explore common exceptions (words that don't follow the usual rules).
- Lessons include short interactive videos and structured practice activities to keep learning fun and engaging.
- The programme builds on the phonics children learned in earlier years, helping them use what they already know to become fluent and accurate spellers.
- By practising these patterns regularly, children develop the confidence to spell new and unfamiliar words correctly — a key skill for all their writing.

RE

We are using the new RED scheme which has a focus for each half term:

1. Creation and Covenant
2. Prophecy and Promise
3. From Galilee to Jerusalem
4. Dessert to Garden
5. To the Ends of the Earth
6. Dialogue and Encounter



Rewards







Children will be rewarded with praise and House Points. At the end of each week, the House Points are added together to establish the overall winning house for the House Cup. At the end of each term, the house that has won the most weeks gets to wear their own clothes including their house colours for the day.

During Celebration Assembly, two children from each class who have produced outstanding work that week and met our school values will be presented with a certificate from the head teacher in front of the entire school.

Special certificates are awarded for **perseverance and resilience**











Rewards







On the first day of the term the children were shown the school rules and they are displayed in the classroom.

If they break any of the school rules then they may be given time to reflect on their actions depending on the severity of this.

We work with you on these matters. It is important that everyone takes ***responsibility*** *for their actions and* ***treat other people with kindness.***

Responsibilities

The children have been given a chance to put themselves forward for various responsible roles.

Head Boy/Girl: very special role representing the whole school.

Children are democratically elected by their peers after a presentation in assembly.

All children are expected to be role models for younger pupils at all times.

To prepare for secondary school, children are expected to be more independent, self-motivated, self-assessing and mature.



SATS

The key stage 2 tests are timetabled from Monday 10th May to Thursday 13th May 2027.

In Year 6 the children all across the country have to sit tests in Reading, Writing, EGPS, and Maths.

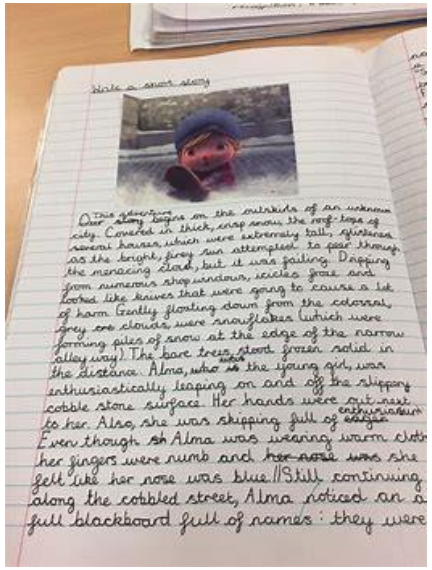
These tests mean the children will be awarded a 'working at' or 'working towards expected' evaluation.

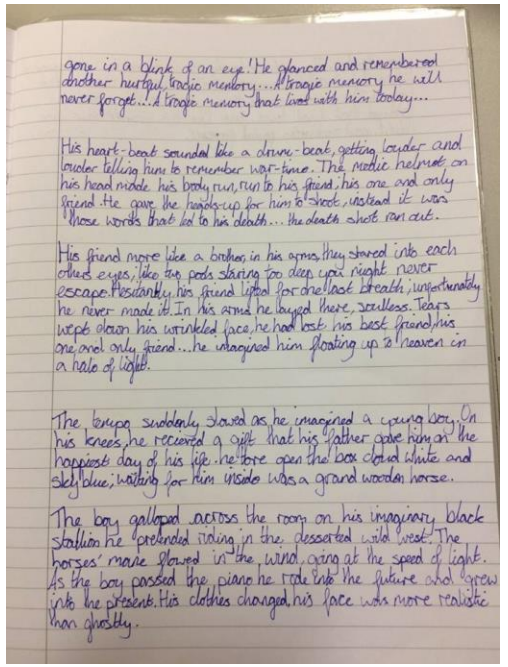
This **does not** mean that the child has failed; it gives a small snapshot into how well they performed on the day.

As a school, we are **encouraging the children to focus on all of their talents**, not just in English and Maths, and we will continue to report our teacher assessment to you in parent evening review and in the End of Year School Report.

Writing

- Not a test but Government end of year criteria must be met for a child to achieve the standard. This can be moderated by outside DFE representatives.
- Incredibly high standard: composition, manipulating language for effect and intension and demonstrating accuracy of punctuation and grammar
- Spelling and handwriting
- Across different genres for different audiences





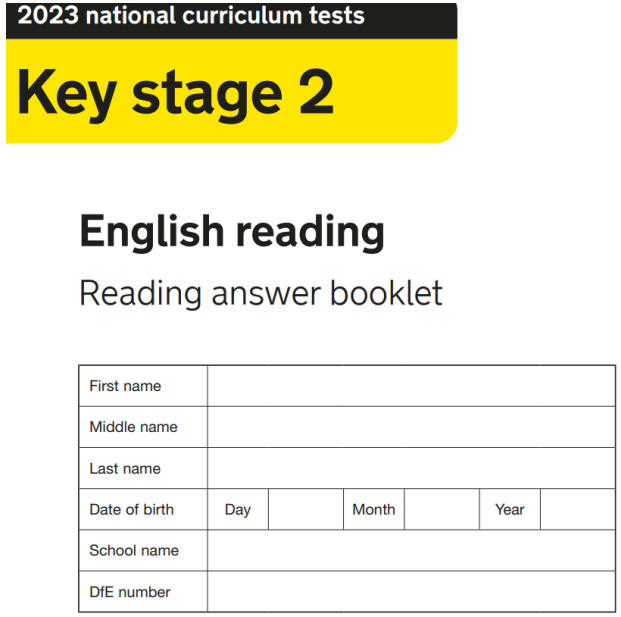
Reading

Reading SATs is nationally regarded as the most challenging (and controversial) test

Time pressured: **an hour to read three pieces** of writing and answer questions on each piece

High quality texts and a range of genre and authors

It is vital they read <u>with an adult</u> regularly.



2023 national curriculum tests

Key stage 2

English reading

Reading answer booklet

First name						
Middle name						
Last name						
Date of birth	Day		Month		Year	
School name						
DfE number						

A Howl at Dusk

The howl pierced the darkening sky and made Innis Munro stop dead in his tracks. He pulled his hood down, listened intently. The only sound was his beating heart.

That was a wolf, he thought.

But it couldn't have been. There were no wolves on the island of Nin, no wolves in Scotland any more, not for almost three hundred years. It was just a trick of the wind.

He pressed on but kept his hood down. The afternoon light of early March was fading fast, snow was falling, and he was still a good half-mile from home.

Innis walked faster, told himself it was not the howl that made him hurry but the gloomy sky and gathering snow. He was crossing 'the Barrens' – the middle of the island where the land was bumpy and boggy.

To a stranger, a mainlander, it would have seemed he was lost in the middle of bleak nowhere, but Innis knew this ground, knew every rise and dip.

Another howl came; long, bloodcurdling, wolf-like.

Innis stopped again, caught his breath and held it. He turned full circle, scanning the landscape, peering through the snow and the gloom. Closer this time.

It was someone playing a trick, trying to frighten him. It was pretty ridiculous, actually. There were no wolves on Nin.

Innis cupped a hand to his mouth and returned the best horror-movie wolf howl he could muster. There was an immediate response but from further away this time, in the distance up by the mountain. And then another howl, much closer, a sound that no boy could make.

Innis whirled around and stared across the moor. Twenty paces from where he stood was a shape, dark against the brightness of swirling snow. The silhouette of an animal. It stood side-on to him, front and back legs splayed, back arched, bushy tail curved down. Innis watched the creature raise its head slowly to the sky and another howl shattered the silence.

It was the unmistakable silhouette of a wolf.

Innis turned and ran, leaping across the marshy ground, rasping air in and out. He slid down shallow slopes and sank into boggy puddles, rammed hands into the mud to haul himself out, moved forwards at speed, too frightened to look back in case the wolf was upon him and his legs gave out. He took a glance behind as he ran, saw nothing and stumbled and fell, landing face first in the marsh.

Innis sat up, felt water ooze beneath his trousers and melting snow run down his back. He gave a shiver and looked around. No wolves – but a boy was walking towards him, the snow lying thick enough now to hear the crunch of his steps.

Innis struggled to his feet. He didn't recognise the boy.

He was smaller than Innis but seemed older. In appearance, the boys were the exact opposite. The stranger was squat, with short, fair hair, shaved almost to the scalp. He had dark, unfriendly eyes. Innis didn't know him.

The boy turned and took a step away, and Innis asked, 'Where are you going?'

'What's it to you?' the boy asked, without turning or stopping.

'There's a wolf out there,' Innis said.

The boy stopped and headed back toward Innis. 'Where exactly?'

Innis pointed. 'Out there somewhere.'

'You saw it?' probed the boy.

'I heard it *and* I saw it.'

The boy didn't answer, but asked instead, 'How far?'

'Not far, five minutes from here.'

The boy sighed and wiped snow from his face. He turned and strode off without another word.

Maths

Comprises of three tests: arithmetic and two reasoning papers

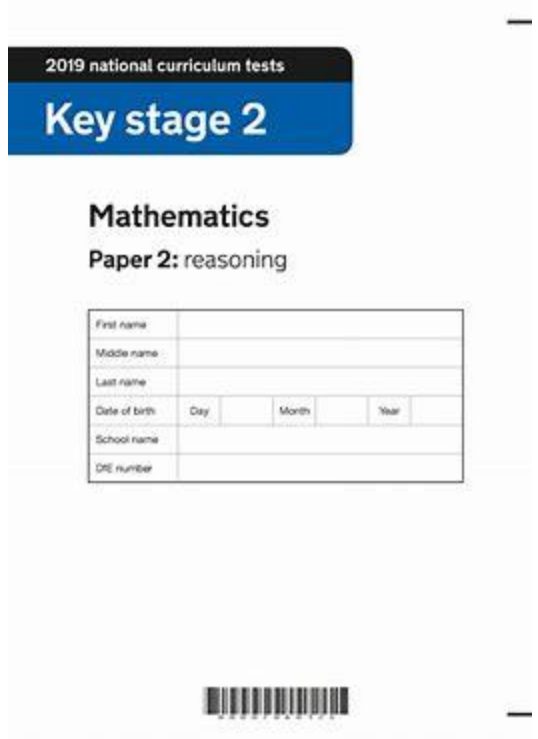
Time pressured: Arithmetic is 35 question in 30 minutes

Reasoning is required not just mechanical skill

Multi-step problems across a range of topics

Fractions, decimals and percentages = around 60% of test

Times Tables Rock Stars



Maths

34 $15\% \times 1{,}000 =$

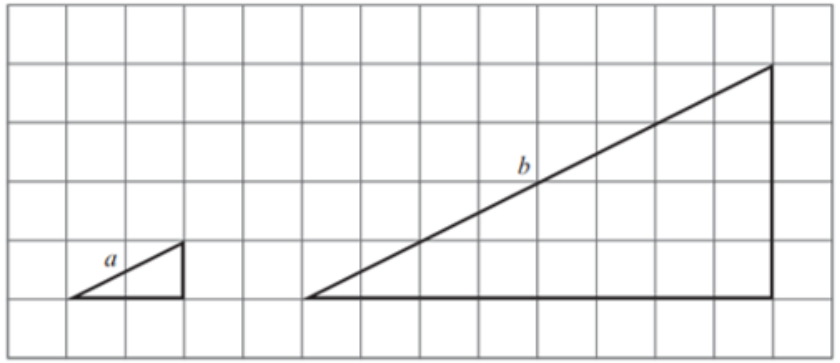
35 $1\frac{1}{2} \times 57 =$

1 mark

36 $5\,9\overline{)2\,2\,4\,2}$

Maths

22 Here are two similar right-angled triangles.



Write the ratio of side a to side b.

$a : b =$ ☐ :

1 mark

Write the missing percentage.

A koala sleeps for **18 hours** each day.

☐ % of its life is spent asleep.



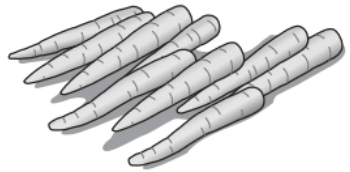
1 mark

Maths

19 These are the prices of some vegetables in a shop.



Mushrooms
£3.20 for 1 kg



Carrots
60p for 1 kg

Layla buys **500 grams** of mushrooms and **1** $\frac{1}{4}$ **kg** of carrots.

She pays with a **£5** note.

How much change does Layla get?

Show your method

£

2 marks

EGPS English Grammar, Punctuation and Spelling

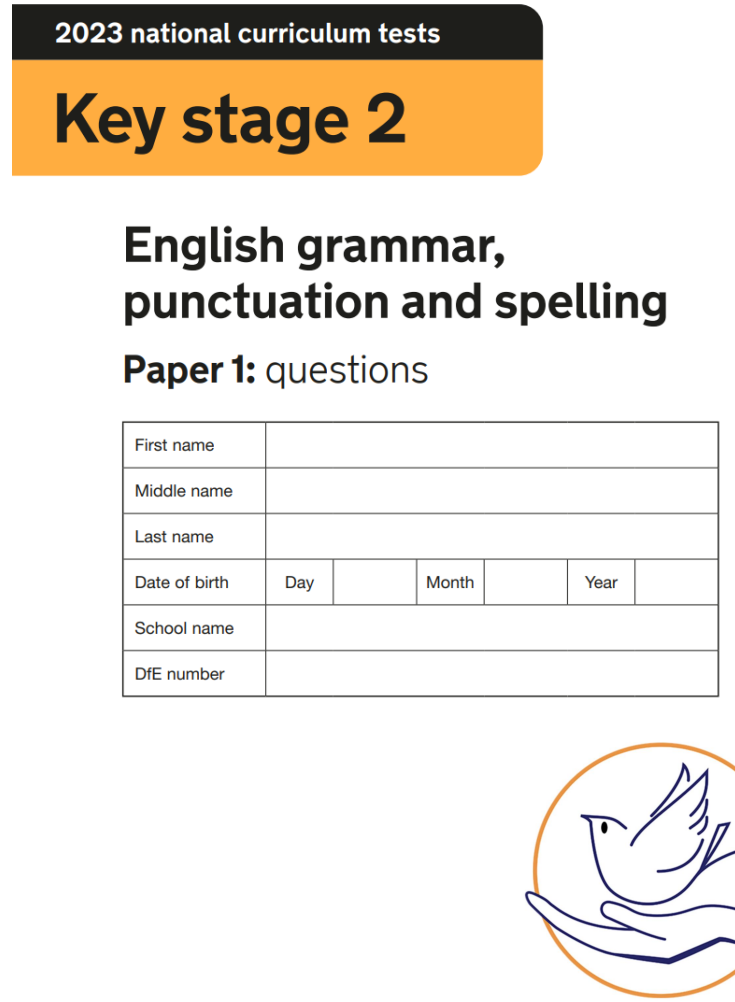
EGPS English Grammar, Punctuation and Spelling

45 minute test on punctuation and grammar

20 minute spelling test

Terminology must be known and understood

SPAG.com



2023 national curriculum tests

Key stage 2

English grammar, punctuation and spelling

Paper 1: questions

First name						
Middle name						
Last name						
Date of birth	Day		Month		Year	
School name						
DfE number						

EGPS English Grammar, Punctuation and Spelling

8 Which sentence is punctuated correctly?

Tick **one**.

- Joe went upstairs, turned on his computer took out his homework and started. ☐
- Joe went upstairs turned on his computer, took out his homework, and started. ☐
- Joe went, upstairs turned on his computer, took out his homework, and started. ☐
- Joe went upstairs, turned on his computer, took out his homework and started. ☐

1 mark

9 What is the **word class** of the underlined word in the sentence below?

The alarm rang and Jamal <u>immediately</u> jumped out of bed.

Tick **one**.

- conjunction ☐
- adverb ☐
- verb ☐
- determiner ☐

1 mark

EGPS English Grammar, Punctuation and Spelling

16 Complete the sentence with an appropriate **subordinating conjunction**.

Tracey decided to walk _____ it was a lovely day.

1 mark

23 Which underlined group of words is a **subordinate clause**?

Tick **one**.

If you want to, you can walk with us. ☐

This is the best fishing spot we have found. ☐

We change places when the bell rings. ☐

We planted the parsley next to the mint. ☐

1 mark

24 Circle the two words that are **antonyms** in the sentence below.

What looked like a worthless collection of rusty metal turned out to include ancient coins and valuable jewellery.

1 mark

EGPS English Grammar, Punctuation and Spelling

New Curriculum Spelling List Years 3 and 4

accident	centre	experience	important	ordinary	reign
accidentally	century	experiment	interest	particular	remember
actual	certain	extreme	island	peculiar	sentence
actually	circle	famous	knowledge	perhaps	separate
address	complete	favourite	learn	popular	special
although	consider	February	length	position	straight
answer	continue	forwards	library	possess	strange
appear	decide	fruit	material	possession	strength
arrive	describe	grammar	medicine	possible	suppose
believe	different	group	mention	potatoes	surprise
bicycle	difficult	guard	minute	pressure	therefore
breath	disappear	guide	natural	probably	though
breathe	early	heard	naughty	promise	thought
build	earth	heart	notice	purpose	through
busy	eight	height	occasion	quarter	various
business	eighth	history	occasionally	question	weight
calendar	enough	imagine	often	recent	woman
caught	exercise	increase	opposite	regular	women

EGPS English Grammar, Punctuation and Spelling

New Curriculum Spelling List Years 5 and 6

twinkl www.twinkl.co.uk

accommodate	communicate	equip	immediately	physical	sincerely
accompany	community	equipped	individual	prejudice	soldier
according	competition	equipment	interfere	privilege	stomach
achieve	conscience	especially	interrupt	profession	sufficient
aggressive	conscious	exaggerate	language	programme	suggest
amateur	controversy	excellent	leisure	pronunciation	symbol
ancient	convenience	existence	lightning	queue	system
apparent	correspond	explanation	marvellous	recognise	temperature
appreciate	criticise	familiar	mischievous	recommend	thorough
attached	curiosity	foreign	muscle	relevant	twelfth
available	definite	forty	necessary	restaurant	variety
average	desperate	frequently	neighbour	rhyme	vegetable
awkward	determined	government	nuisance	rhythm	vehicle
bargain	develop	guarantee	occupy	sacrifice	yacht
bruise	dictionary	harass	occur	secretary	
category	disastrous	hindrance	opportunity	shoulder	
cemetery	embarrass	identity	parliament	signature	
committee	environment	immediate	persuade	sincere	

Assessment of SATs

Children are working towards the expected standards as set by the Department of Education (DfE). These

When results are reported, they are either given either

NS – Not standard **AS** – Achieved standard

All tests results are converted into a 100 scale score so % marks differ slightly from year to year.

Roughly 55-60% = 100 = Pass

Children can receive GD but this is not reported (approx 110)

In writing, we asses using Government criteria as B,WTS, EXS or GDS

The results are sent to you with your child's report at the end of the school year. They are usually the last page and will also include a school to national comparison so that you can see how the school has performed nationally.

Revision

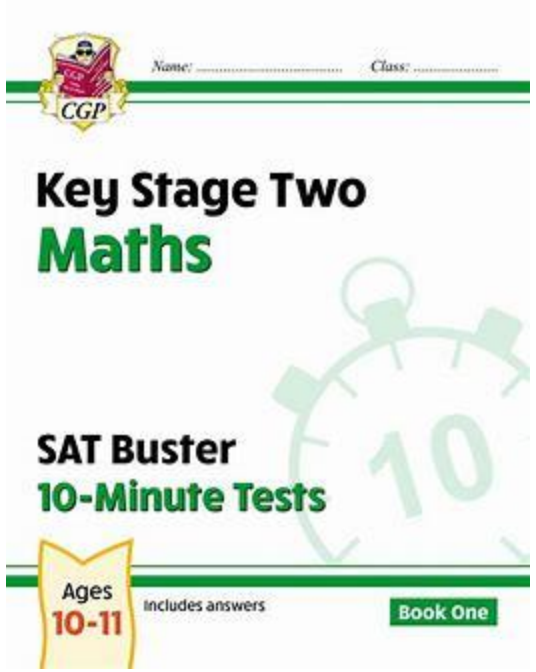
CGP pack, which aids the children in passing the SATs

Price inflation and increased number of children has made this very expensive for the school to buy them now

We ask if you could give a small contribution towards them. We will write to you nearer the time.

We use these in school and will set them as homework tasks.

Please do not practice with the CGP materials or previous SATs as we use these in school.





Secondary schools Open day/evenings Applications

Warlingham School



Riddlesdown Collegiate

St Bede's School
REDHILL, Surrey, ENGLAND UK





LABORARE EST ORARE
C·C·G·S
COLOMA CONVENT GIRLS' SCHOOL

But it isn't all work

PGL

Bike ability

Leavers Disco

Year 6 performance

Leavers assembly and awards





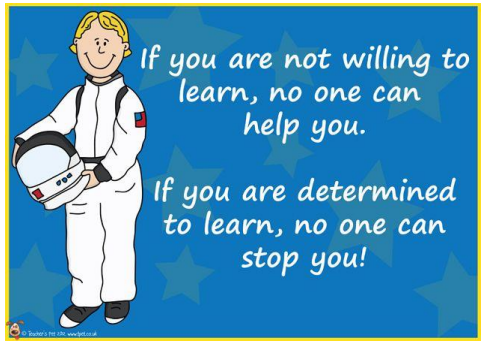




Team effort

This is an exciting year for all of us; children, parents and teachers – the last year of primary school!

We want the children to enjoy their final year here and we want them to be proud of all of their achievements



All we ask is that the children aspire to do 2 things this year:

1 – Be kind

2 – Always do their absolute best

This is easily achieved if we all work together, as a team, to support, guide and encourage one another, even through the tough times and if the children have and are encouraged to have a positive attitude!

WHAT CAN YOU DO AT HOME?

- Keep reading to your child
- Share stories that may be too challenging for them alone.
- Introduce new authors, genres, and topics.
- Model fluent, expressive reading.
- Listen to your child read
- Even confident readers benefit from support with tricky words and talking about meaning.

Read widely together

- Mix stories, non-fiction, magazines, websites, play-scripts, and poetry.
- Don't forget real-world texts — signs, leaflets, adverts, instructions

WHAT CAN YOU DO AT HOME?

- Make reading part of everyday life
- Audiobooks on car journeys.
- Join a library or reading club.
- Use pictures and graphic novels for discussion.
- Read for fun and for a purpose (research, instructions, finding answers).
- Be a reading role model
- Let them see you reading and enjoying it!